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ABSTRACT

A survey was conducted of young people who left school in Scotland in the 1993-94 academic year (the 1994 leavers). The survey sought information on the educational and employment activities of young people after they leave school, and their views and experiences of school itself, as well as background characteristics, such as parents' level of education and social class, family circumstances, and housing tenure. The survey had two components. The first part was an annual survey of school leavers. The second part was a follow-up survey of a year group at age 18-19. The survey of leavers, carried out each spring, involved a 10 percent sample of those who had left school in the previous academic session. The follow-up survey, conducted in 1995, involved a 10 percent sample of students who left school during the previous 4 years. Data were collected from the 1994 leavers by mailed survey and follow-up calls, eventually resulting in responses from 3,223 people, 66 percent of the initial sample. Some of the findings were the following: (1) the level of school qualifications held by school leavers is continuing to rise gradually; (2) the proportion of leavers who are still in full-time education has continued to increase in recent years, resulting in 44 percent of 1994 leavers still being in school; (3) there has been a steady decline of leavers involved in training programs; (4) the number of leavers receiving on-the-job training has declined slightly but still totals 77 percent; (5) students were fairly positive about their school experiences; (6) girls were more likely to achieve Higher Grades and complete Scottish Vocational Education Council modules than boys; and (7) 1994 leavers were generally optimistic about the future--the majority expected to be in either a full-time job or full-time education in spring 1996. (Contains 41 tables and 14 references.) (KC)

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The 1994 Leavers

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THE SCOTTISH OFFICE
Education and Industry Department

The 1994 Leavers

Peter Lynn
Social and Community Planning Research

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This report aims to provide an overview of the data collected by the survey of 1994 leavers. Further details of the survey, and copies of the questionnaires, are in the technical report which can be purchased from the Publications Officer, Social and Community Planning Research, 35 Northampton Square, London EC1V 0AX. The data can be accessed via the ESRC Data Archive, University of Essex, Wivenhoe Park, Colchester C04 3SQ.

The 1995 follow-up survey – described in chapter 1 of this report – will be reported separately in *The Scottish School Leavers Survey: Scotland's Young People – 19 in '95*. ISBN: 0-7480-3090-5

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1 Introduction

This is a report of the findings of the survey of young people who left school in the 1993-94 academic year ('the 1994 leavers'). This is the third annual survey of leavers carried out as part of the Scottish School Leavers Survey (SSLS). The findings from the first two years of the survey, covering 1992 leavers and 1993 leavers, appear in Lynn (1994) and Lynn (1995) respectively.

The Scottish Office Education and Industry Department (SOEID) has sponsored surveys of school leavers and young people since the early 1970s. These included the Scottish School Leavers Survey, which in the mid-1980s was subsumed within the broader Scottish Young People's Survey (SYPS). Following a review in 1991 of the use made of the findings by SOEID, the survey was redesigned and resumed the title of Scottish School Leavers Survey (SSLS). The SSLS is part-funded by the Department for Education and Employment and, since 1994, Strathclyde Regional Council Department of Education have also contributed funding.

The survey obtains information on the educational and employment activities of young people after they leave school, and their views and experiences of school itself, as well as background characteristics, such as parents' level of education and social class, family circumstances, and housing tenure. This is then linked with information on school qualifications obtained from the Scottish Examination Board (SEB) and Scottish Vocational Education Council (SCOTVEC). The resultant data set is used by SOEID for policy purposes, and is also available to the wider research community via the ESRC data archive.

The SSLS has two components. The first part is an annual survey of school *leavers*. The second part is a follow-up survey of a *year group* at age 18-19. This report covers the 1994 leavers. A separate report is being published on the survey of young people aged 18-19 in 1995 (Taylor, 1996).

The survey of leavers, carried out each spring, involves a 10% sample of those who had left school in the previous academic session. The 1995 survey reported here is therefore based on a sample of leavers from the 1993-94 academic session. The sample includes leavers from the fourth year of secondary schooling (S4), who will have been aged 16 when they left school, leavers from S5 (aged 16 or 17) and leavers from S6 (aged 17 or 18). The survey covers all leavers, except those registered as having special educational needs, and the sample consists of all people born on any one of three particular days of the month.

The follow-up survey was carried out for the first time in the spring of 1995, based on a 10% sample of people who entered S4 in autumn 1991, the inclusion criterion being the same as for the leavers survey. Therefore, the sample included people who left from S4 in 1991-92 (who had already been included in the survey of 1992 leavers, carried out in 1993), people who left from S5 in 1992-93 (who had been included in the survey of 1993 leavers, carried out in 1994), and people who left from S6 in 1993-94 (who were being approached for the first time).

The survey design is summarised in figure 1, where the rows represent successive age cohorts.

***Figure 1**: Design of the Scottish School Leavers Survey*

	Left school:	1991–92	1992–93	1993–94
	Leavers' survey:	1993	1994	1995
Entered S4	Follow-up survey			
1989–90	—	*6th year*		
1990–91	—	*5th year*	*6th year*	
1991–92	**1995**	*4th year*	*5th year*	*6th year*
1992–93	—		*4th year*	*5th year*
1993–94	—			*4th year*

Entries in body of chart denote stage of leaving

For the survey of 1994 leavers, a self-completion questionnaire was posted to each sample member in April 1995, along with a covering letter and a reply-paid envelope. Those who had not responded within two weeks were then sent a reminder postcard. A further two weeks later, non-responders were sent a second reminder, consisting of a letter, another copy of the questionnaire and a reply-paid envelope, and two weeks after that a third reminder was sent, again including another copy of the questionnaire. Finally, an attempt was made to contact remaining non-respondents by telephone in order to encourage them to return the questionnaire. Copies of the questionnaires and other survey documents are reproduced in the technical report of the survey (Lynn, 1996).

Completed questionnaires were received from 3,223 people – 66% of the initial sample, or 70% if those from whom it is known that a response could not be obtained (eg Post Office returns) are excluded. Analyses of response appear in the technical report of the survey (Lynn, 1996 forthcoming). Non-response to the survey was related to a number of important factors: level of qualification, stage of leaving, type of school, region and gender. To correct for any bias that this might have introduced to survey estimates, the data were weighted. The weighting is described in detail in the technical report. Throughout this report, estimates of proportions are based on the *weighted* data, but tables also show the *unweighted* bases, as these can be a useful guide to the precision of estimates (see 'Appendix: Technical notes' for a guide to the interpretation of bases).

This report aims to provide an overview of the data collected by the survey, and the main findings. It is envisaged that further analyses might examine particular issues in more detail. The survey series provides a rich data set, and analysis of the data, which is available to researchers via the ESRC data archive, is encouraged. In addition to the questionnaire responses, the archived data includes the following information for each individual: SEB qualifications and SCOTVEC National Certificate modules obtained at school, gender, region, year and term of leaving school.

2 Summary of results

This chapter provides a summary of the results presented in the remainder of this report. The reader should refer to the relevant section of the report for more details. The overall message of the report is one of continuing gradual improvement in terms of experiences at school, qualifications gained and propensity to remain in education after secondary school. At the same time, there has been little change in recent years in self-reported truancy rates or in the sorts of jobs obtained by school leavers.

Comparisons with the findings of earlier surveys

Qualifications

- The levels of SCE qualifications held by school leavers is continuing to increase gradually from year to year, though the difference between 1994 leavers and 1993 leavers is small.
- For example, the proportion who left school with at least one Higher Grade was 40% in 1990, 44% in 1992, 45% in 1993 and 46% in 1994. Conversely, those who left school having failed to achieve any Standard Grades at grades 1-3 constituted 24% of 1992 leavers, 23% of 1993 leavers and 22% of 1994 leavers.
- Nearly half the 1994 leavers (48%) had gained at least one SCOTVEC module while at school, compared with 46% of 1993 leavers. This therefore represents a very slight increase. The 1994 leavers who were most likely to have completed SCOTVEC modules had fewer SCE qualifications than the 1993 leavers who were most likely to have completed modules.

Destinations

- The proportion of leavers who are still in full-time education the following spring has continued to increase in recent years. The proportion was 39% of 1992 leavers, 42.5% of 1993 leavers and 44% of 1994 leavers.
- Meanwhile, there has been a steady decline in the number on training schemes. Back in 1988, 29% of school leavers were on YT the following spring, but more recently the proportion has been 17% (1992), 15% (1993) and now 14% (1994). The proportion out of work reached a peak of 11% amongst 1992 leavers, fell to 9% of 1993 leavers and has remained at 9% of 1994 leavers.
- The increase since 1992 in the proportion of school leavers who remain in full-time education has been concentrated amongst the less well qualified (leavers from S4 or 1st term of S5), as has the decrease in the proportion on training schemes.
- Of those in a job, the proportion receiving *on-the-job* training has fallen slightly from 81% in 1993 to 77% in 1994. *Off-the-job* training has become less likely to take place at colleges and more likely to take place somewhere which is neither a college nor a company training centre.
- The median weekly take-home pay of employed 1994 school leavers was £72.00 in spring 1995. This was 2.9% higher than that of employed 1993 leavers had been in spring 1994, an increase which is very similar to that of the average earnings index over the same period.

Experiences of school

- Successive cohorts of school leavers seem to be increasingly positive about their experiences at school. For example, the proportion who agreed that school had helped give them confidence to make decisions rose from 57% of 1992 leavers to 61% of 1993 leavers and 63% of 1994 leavers.

Truancy

- The proportion of pupils who truant has not altered over the three years of the survey. Amongst 1994 leavers, 58% had truanted during fourth year and nearly one in ten (9%) had truanted for 'several days at a time' or 'weeks at a time'.

Part-time work

- Of leavers who remain in full-time education, the proportion who also have part-time work has risen from 31% amongst 1992 leavers to 39% amongst 1993 leavers and 43% amongst 1994 leavers. This change has caused the overall proportion of school leavers who have part-time work the following spring to rise from 19% of 1992 leavers to 23% of 1993 leavers and 26% of 1994 leavers.

The future

- Compared with unemployed 1993 leavers, unemployed 1994 leavers were more likely to expect to be in a full-time job (60%, compared with 51%) rather than full-time education (11%, compared with 15%) a year later.

Other findings

Qualifications

Information on all school examination results is regularly published by SOEID. The following results from the survey show the same patterns as for school leavers as a whole.

- Girls were more likely to achieve Higher Grades (51%, compared with 40% of boys) and complete SCOTVEC modules (51%, compared with 45%).
- The later the stage at which a pupil left school, the more likely they were to have gained SCE qualifications, but leavers from 5th year (3rd term) were by far the most likely to have completed SCOTVEC modules – nearly one in five had completed at least seven modules, compared with less than one in 50 of other leavers.
- Only 6% of pupils left school without any SCE qualification or SCOTVEC module.
- Parents' education, social class, housing tenure and employment status were again seen to be highly correlated with qualifications gained at school.
- There were also variations by region. Pupils in Lothian and Highland were the most likely to gain three or more Higher Grades, while those in Glasgow and Lanark divisions of Strathclyde were the most likely to leave school with no SCE qualifications. Fife and Highland were the regions where leavers were most likely to have gained SCOTVEC modules.

Destinations

- In October 1994, half of the 1994 school leavers (50%) were still in full-time education and half of the rest (24% of the total) were in full-time employment. By May 1995, slightly fewer were in education (45%) and slightly more in full-time employment (27%), but most leavers (78%) were in the same activity in both October and May.
- The proportion of 1994 school leavers who fulfilled the ILO definition of unemployment in May 1995 was at least 6.5%.
- Of those who were in education in October, but not in May, a third (34%) had taken up a full-time job, but nearly as many (30%) were out of work.
- The probability of remaining in full-time education increased with increasing levels of qualifications gained at school. Amongst those who had *left* education, the proportion in a full-time job increased with increasing qualifications.
- The proportion of leavers remaining in full-time education varied from 38% in Central region to

50% in Tayside. The proportion staying in education seems to have increased over the last three years in all regions except Lothian, Borders and Dumfries and Galloway, where there has been no discernable change, and Strathclyde, where the proportion has dropped.

- Of those in a job, boys were far more likely than girls to be employed in craft and related occupations, while girls were more likely to be in clerical and secretarial jobs. However, the sex differences may be diminishing, as the proportion of girls in clerical and secretarial jobs has fallen over the last three years of the survey (44% of 1992 leavers, 41% of 1993 leavers, 33% of 1994 leavers), while the proportion of boys in such jobs has not altered.

Experiences of school

- Opinions of teachers were generally positive. For example, 72% thought that their teachers had helped them to do their best. However, one in six leavers (16%) thought their teachers did not care about them and a third (32%) said that teachers could not keep order in class.
- The majority of respondents thought their secondary school teachers had given them enough help with school work and with choosing subjects at the end of second year, but only a minority felt they had been given enough help with choosing a job or career, or a course or training after school. These figures represent a very slight improvement compared with last year's survey.
- Over half the respondents (59%) had experienced vandalism at school during the day, and 28% thought theft amongst pupils was common.
- Most school leavers said that their parents often urged them to do their best at school, discussed their school reports with them, and encouraged them in their own plans and hopes. But pupils were also given much independence: for example, less than a third (30%) said their parents often limited their time for going out on school nights.

Education after leaving school

- Half the leavers (49%) were currently doing a full-time education or training course of some sort and a further 10% were on a part-time course.
- Those with higher levels of SCE qualifications were the most likely to be in full-time education or training. The proportion doing a full-time course ranged from 24% of those who left school with no SCE qualifications at all to 86% of those who gained five or more Higher Grades.
- Those whose main activity was a full-time job or training scheme were the most likely to be doing a part-time education or training course.

Job search

- Thirty-eight percent of school leavers were looking for a job in May 1995: 26% wanted a full-time job and 19% a part-time job (7% wanted either).
- Most of those out of work (84%) were looking for a full-time job, as were many of those on a training scheme (43%) or whose main activity was part-time work (59%), 16% of those in full-time education and 11% of those already in a full-time job.
- A quarter of leavers (26%) had applied for at least one job in the past four weeks, including nearly three-quarters (73%) of those out of work.
- The extent of job-search activity appears to have increased across the last three cohorts of school leavers. This is associated with a decrease in the proportion who are out of work.

The future

- 1994 leavers were generally optimistic about the future: the majority expected to be in either a full-time job or full-time education in spring 1996.

3 Levels of qualifications

This chapter reports the grades achieved at school in SCE examinations and the number of SCOTVEC National Certificate modules gained at school by 1994 school leavers. The exams and modules may have been taken in 1994, or in earlier years. Information on all qualifications obtained is regularly published by The Scottish Office (eg Scottish Office, 1995a). Despite slight definitional differences, the following results from the survey show the same patterns as for school leavers as a whole.

Nearly half (46%) of the young people who left school in the 1993-94 academic session did so having gained at least one Higher Grade award – indeed, nearly a third (30%) held at least three Highers. These figures show a continuing gradual increase in levels of qualifications over recent years (Table 1). For example, the proportion of leavers with at least one Higher Grade was 40% in 1990, 44% in 1992, 45% in 1993 and 46% in 1994. Similarly, there appears to have been a very slight decline over recent years in the proportion of young people leaving school with Standard Grades at grades 4-7 only, or with no qualifications at all: amongst leavers in 1992, 1993 and 1994 respectively, the proportion was 24%, 23% and 22%. This change is associated with, but not entirely explained by, increases in the staying-on rate. The proportion of all school leavers who left from S6 was 42% in 1992, 46% in 1993 and 45% in 1994.

Nearly half of the 1994 leavers (48%) had gained at least one SCOTVEC module while at school, and a third of those (16% of all leavers) had gained at least four modules (Table 2). These figures do not represent a significant increase in the proportions gaining modules compared with 1993 leavers, 46% of whom had gained at least one and 15% of whom had gained at least four.

One quarter (25%) of leavers who had no Standard Grade passes had gained at least one SCOTVEC module, so overall only 6% of leavers had not gained either a Standard Grade or a SCOTVEC module at school (and some of these may be pupils who had gained non-Scottish qualifications such as GCSEs and A-levels). This proportion is identical to that observed amongst the previous year's cohort of leavers.

Table 1: *Highest SCE qualification obtained, for four cohorts of leavers (percentage of respondents)*

Highest qualification obtained at school	*1989-90 leavers (a)*	*1991-92 leavers (b)*	*1992-93 leavers (c)*	*1993-94 leavers*
5+ Higher Grades	14	17	17	17
3-4 Higher Grades	12	14	13	14
1-2 Higher Grades	14	14	15	15
5+ Standard Grades 1-3	7	7	8	10
3-4 Standard Grades 1-3	9	8	9	9
1-2 Standard Grades 1-3	16	16	15	14
Standard Grades 4-7 only	13	17	15	14
None	16	8	9	8

(a) Source: Scottish Office (1992) (b) Source: Lynn (1994) (c) Source: Lynn (1995)

Table 2: *Number of SCOTVEC modules gained at school, by SCE qualifications (percentage of respondents)*

SCOTVEC modules gained	Total 1994 leavers	Highest SCE qualification							
		5+ Higher Grades	3-4 Higher Grades	1-2 Higher Grades	5+ Standard Grades 1-3	3-4 Standard Grades 1-3	1-2 Standard Grades 1-3	Standard Grades 4-7 only	None
Seven or more	6	1	3	7	7	10	10	6	3
Five or six	6	2	6	10	8	7	7	3	3
Four	5	3	6	8	4	5	4	3	2
Three	6	5	9	8	6	6	7	5	2
Two	9	9	10	10	10	11	9	9	5
One	15	13	14	14	20	20	20	17	11
None	52	65	52	44	46	40	43	56	75
Base(1)	5605	933	763	857	533	498	800	790	428

Note: SCOTVEC modules encompass a range of subjects and levels, so the simple count of modules presented here does not fully describe the achievement involved.

The pupils most likely to have gained SCOTVEC modules were those whose highest SCE qualifications were 1-4 Standard Grades at grades 1-3. This represents a slight shift. In 1993, it was the slightly better-qualified (three or more Standard Grades at grades 1-3, or 1-2 Higher grades) who were the most likely to have also gained SCOTVEC modules. Those with no SCE qualifications at all, and those with five or more Higher Grades, were again the least likely to have gained SCOTVEC modules – 25% and 35% respectively had done so.

As in previous years, girls were better qualified than boys (Tables 3 and 4): 51% left school with at least one Higher Grade, compared with 40% of boys, and 51% had gained at least one SCOTVEC module, compared with 45% of boys. The gender difference in Higher Grades is slightly larger than that observed amongst 1993 leavers, when 49% of girls and 41% of boys had at least one Higher Grade.

Table 5 shows the extent to which leavers from S6 were better-qualified than those who had left at an earlier stage: 84% had at least one Higher Grade pass. But 38% of leavers from S5 (term 3) had also gained at least one Higher. Pupils usually take Highers in S5, so those who leave before the examinations in that year generally gain only lower qualifications. Pupils who left school after the first term of S5 had broadly similar levels of qualifications to leavers from S4, though slightly more S4 leavers had no Standard Grades at all. Over the three years of the survey, the relationship between the qualifications of S4 leavers and those of S5 (1st term) leavers has varied somewhat. In 1992, S4 leavers were notably better qualified than their S5 (1st term) counterparts; in 1993, the S5 (1st term) leavers were slightly better qualified than the S4 leavers; and in 1994 there was little difference between the two groups, though there was more variation in the qualifications of S4 leavers – a higher proportion of S4 leavers had no Standard Grades at all, but at the other extreme a higher proportion of S4 leavers had at least five Standard Grades at grades 1-3. This variation over time could possibly be related to fluctuations in employment opportunities: when there are fewer job opportunities for school leavers, such as in 1992, the slightly better-qualified may be more likely to stay on into the 5th year rather than leave to take up a job.

Table 3: *Highest SCE qualification obtained, by sex (percentage of respondents)*

Highest SCE qualification	*Total*	*Boys*	*Girls*
5+ Higher Grades	17	15	18
3-4 Higher Grades	14	12	15
1-2 Higher Grades	15	13	17
5+ Standard Grades 1-3	10	10	9
3-4 Standard Grades 1-3	9	9	8
1-2 Standard Grades 1-3	14	15	13
Standard Grades 4-7 only	14	17	11
None	8	9	7
Base(1)	5605	2882	2723

Note: This table corresponds to Table 2 in the report of 1992 leavers and Table 3 in the report of 1993 leavers.

Table 4: *Number of SCOTVEC modules gained at school, by sex (percentage of respondents)*

SCOTVEC modules gained	*Total*	*Boys*	*Girls*
Seven or more	6	5	6
Five or six	6	5	7
Four	5	4	5
Three	6	6	7
Two	9	9	10
One	16	16	16
None	52	55	49
Base(1)	5605	2882	2723

Table 5*: Highest SCE qualification obtained, by stage of leaving school (percentage of respondents)*

Highest qualification	*Total*	*4th Year*	*5th year (1st term)*	*5th Year (3rd term)*	*6th Year*
5+ Higher Grades	17	0	-	6	35
3-4 Higher Grades	14	0	0	11	25
1-2 Higher Grades	15	0	-	22	24
5+ Standard Grades 1-3	10	14	10	17	4
3-4 Standard Grades 1-3	9	13	13	14	3
1-2 Standard Grades 1-3	14	27	26	16	4
Standard Grades 4-7 only	14	29	37	10	2
None	8	18	14	4	2
Base(1)	5605	1317	642	1133	2513

Note: This table corresponds to Table 3 in the report of 1992 leavers and table 5 in the report of 1993 leavers.

Pupils who left school at the end of 5th year were the most likely to have completed SCOTVEC modules (Table 6): 72% had gained at least one module, compared with 43% of 5th year (1st term) leavers, 43% of 6th year leavers and 38% of 4th year leavers. The proportion of 5th year (1st term) leavers gaining SCOTVEC modules (43%) is much greater than the corresponding proportion of 1993 leavers (19%), while the proportion of 5th year (3rd term) leavers gaining modules has fallen slightly, from 77% to 72% and the other two proportions are virtually unchanged.

Over a third (35%) of 5th year (3rd term) leavers had gained at least five modules, whereas this proportion was no more than 7% for each of the other three categories of leavers.

(1) The SCE qualifications obtained and SCOTVEC modules passed before leaving school are known for all sample members, including those who did not complete the questionnaire, so the figures in Tables 2 to 6 are based on the complete selected sample (unweighted). The analyses of factors related to qualifications presented in the next chapter are based on the weighted achieved sample, and this is why the marginal estimates of levels of qualifications are not identical in the two chapters.

***Table 6**: SCOTVEC modules gained, by stage of leaving school (percentage of respondents)*

SCOTVEC modules gained	*Total*	*4th Year*	*5th year (1st term)*	*5th Year (3rd term)*	*6th Year*
Seven or more	6	1	3	19	3
Five or six	6	–	4	16	4
Four	5	1	4	8	5
Three	6	2	7	9	7
Two	9	9	10	9	10
One	16	25	15	10	14
None	52	62	57	28	57
Base(1)	5605	1317	642	1133	2513

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4 Factors related to qualifications

The survey of 1993 leavers demonstrated that there was a strong relationship between the level of SCE qualifications achieved by school leavers and social background factors, but that those same background factors were only weakly related to the number of SCOTVEC modules achieved (Lynn, 1995).

In summary, the following characteristics were associated with achieving relatively high levels of SCE qualifications at school:

- having parents who were educated beyond the age of compulsory schooling,
- having parents in the 'upper' social classes,
- living in owner-occupied property while at school,
- living with both parents rather than just one,
- not truanting while at school.

On the other hand, only the last of these factors, truanting behaviour, appeared to be related at all to the number of SCOTVEC modules gained at school (truants were less likely to have completed modules).

Very similar relationships were observed amongst the 1994 leavers. The one slight change was in the relationship between SCOTVEC modules achieved and parents' education. The proportion who completed at least one module while at school had increased amongst the children of less educated parents, and fallen amongst the children of the more educated (Table 7). The consequence of this is that amongst 1994 leavers the proportion gaining SCOTVEC modules differed considerably between those whose parents were both educated to at least age 17 (35%) and those whose parents both left education age 16 or less (55%).

The level of SCE qualifications gained at school also varied across regions. This can be seen in Figure 2. The analysis presented in Figure 2 is based on the pre-April 1996 local authorities.

The number of SCOTVEC modules completed at school also varied across regions. Nationally, 51% of 1994 leavers had completed at least one module, but the figure was particularly high in Fife (64%) and Highland and the Islands (61%), and particularly low in Tayside (37%), Glasgow (40%) and Lanark (40%). Fife (21%) and Highland and the Islands (20%) also had the highest proportions completing five or more modules at school, while the proportion was lowest (9%) in Tayside, Lothian, Borders and Dumfries and Galloway, Glasgow and Lanark (Figure 3).

Parents' employment status was also related to SCE qualifications gained at school. Those most likely to have gained qualifications were those whose father was in a full-time job or retired, and/or whose mother was in a full-time or part-time job, or looking after the home (Tables 8 and 9).

***Table 7**: SCOTVEC modules gained, by parents' education (percentage of respondents)*

Proportion gaining at least one SCOTVEC module	*Total*	*Both to 17+ years*	*One to 17+*	*One or both to 16*	*Both to 15 or less*	*DK/NA*
1993 leavers	48	42	48	50	49	47
1994 leavers	51	35	50	55	55	48
Difference	+3	-7	+2	+5	+6	+1
Weighted base (1994)	4093	424	714	1252	926	607
Unweighted base (1994)	3223	373	599	959	697	468

Figure 2: SCE qualifications, by region

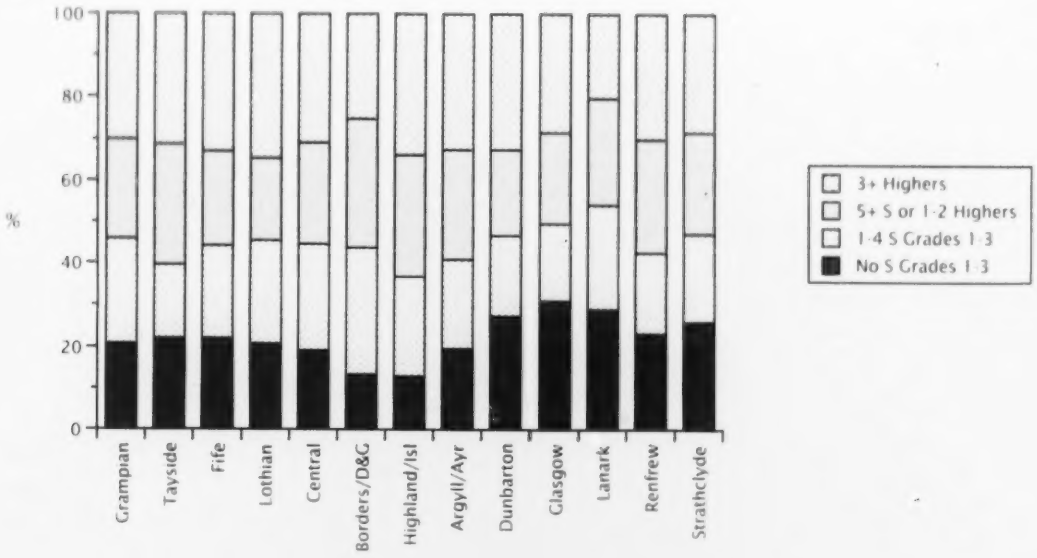


Figure 3: *SCOTVEC modules completed, by region*

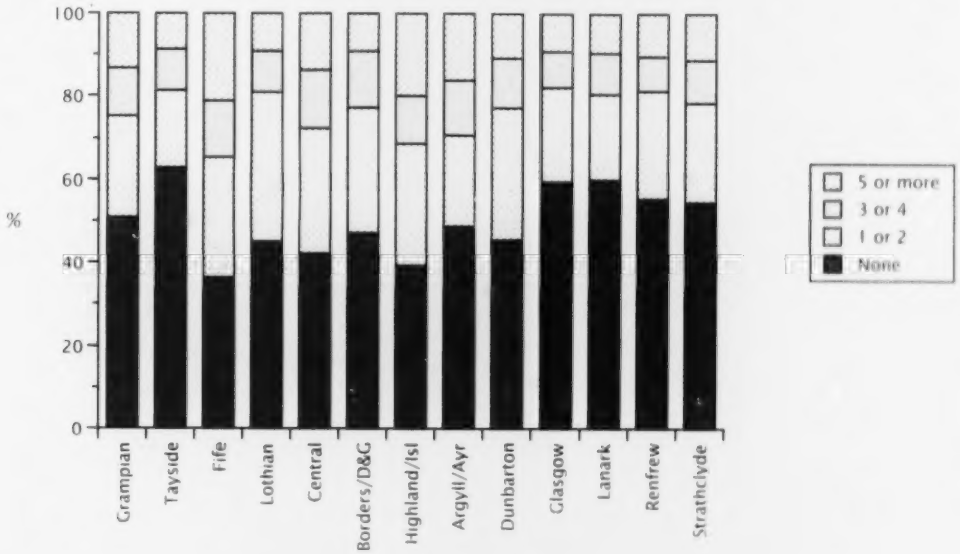


***Table 8**: Highest SCE qualification obtained, by father's employment status (percentage of respondents)*

Highest qualification	*Total*	*Full-time job*	*Unemployed*	*Retired*	*Other*
5+ Higher Grades	18	20	5	27	9
3-4 Higher Grades	13	14	6	23	10
1-2 Higher Grades	15	16	9	13	15
5+ Standard Grades 1-3	9	10	6	7	7
3-4 Standard Grades 1-3	9	10	8	5	7
1-2 Standard Grades 1-3	14	13	20	15	16
Standard Grades 4-7 only	14	11	25	6	26
None	8	5	21	5	10
Weighted base	4093	3029	390	132	541
Unweighted base	3223	2449	260	112	402

***Table 9**: Highest SCE qualification obtained, by mother's employment status (percentage of respondents)*

Highest qualification	*Total*	*Full-time job*	*Part-time job*	*Unemployed*	*Looking after home*	*Other*
5+ Higher Grades	18	20	18	7	24	7
3-4 Higher Grades	13	14	16	6	13	9
1-2 Higher Grades	15	16	17	10	14	15
5+ Standard Grades 1-3	9	10	10	5	10	7
3-4 Standard Grades 1-3	9	9	10	8	8	9
1-2 Standard Grades 1-3	14	13	14	19	12	17
Standard Grades 4-7 only	14	11	12	27	13	23
None	8	7	5	17	6	12
Weighted base	4093	1602	1183	433	556	318
Unweighted base	3223	1287	957	297	448	234

Furthermore, the *type* of job in which a child's parents were employed also appeared to have a bearing on the levels of qualifications achieved. Figure 4 analyses SCE qualifications by the Standard Occupational Classification (OPCS, 1990) of the respondent's father's current or most recent job. It can be seen that the likelihood of gaining five or more Higher Grades was well above average for those whose father was employed in a professional, associate professional/technical, or clerical or secretarial occupation. At the other extreme, the proportion gaining Higher Grades was particularly low amongst the children of plant

and machine operatives. These findings are of course strongly related to the relationship of qualifications with social class, reported above.

It also appeared that children with more than two brothers or sisters achieved fewer qualifications than others (Table 10). For example, the proportion who left school with three or more Higher Grades varied from 35% of those with just one sibling to only 18% of those with four or more siblings. Family size is, of course, related to poverty, social class, housing circumstances and other factors that have already been shown to be related to qualifications. It may also influence the availability of a quiet place to study.

***Figure 4**: SCE qualifications, by father's occupation*

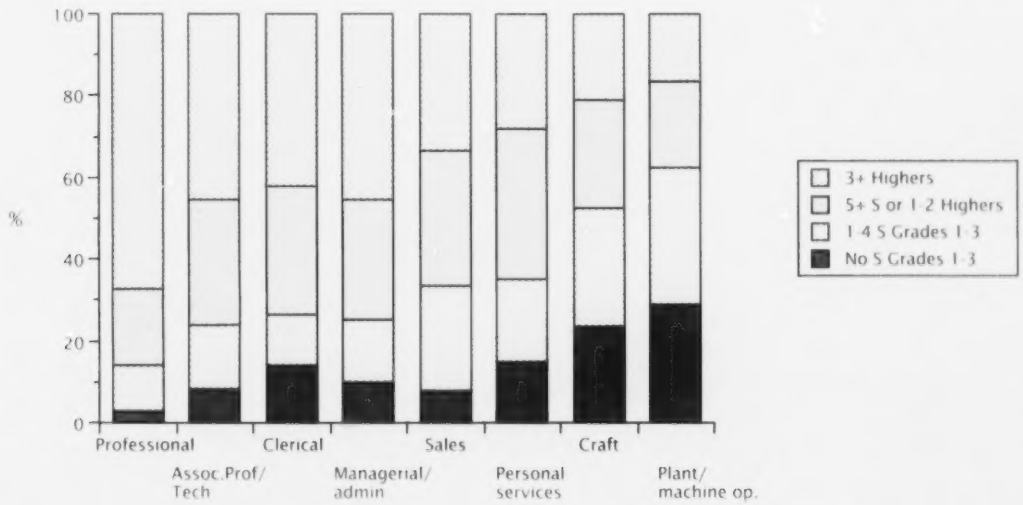


***Table 10**: Highest SCE qualification obtained, by number of siblings (percentage of respondents)*

Highest qualification	*Total*	*No siblings*	*One sibling*	*Two siblings*	*Three siblings*	*Four+ siblings*
5+ Higher Grades	18	19	20	19	13	8
3-4 Higher Grades	13	15	15	12	11	10
1-2 Higher Grades	15	18	16	15	15	11
5+ Standard Grades 1-3	9	9	10	9	10	8
3-4 Standard Grades 1-3	9	8	10	9	7	8
1-2 Standard Grades 1-3	14	13	14	12	14	17
Standard Grades 4-7 only	14	16	11	16	16	21
None	8	3	4	8	14	17
Weighted base	4093	260	1759	1106	538	400
Unweighted base	3223	210	1431	872	402	286

5 The school experience

The survey again asked school leavers a number of questions about their experiences at school. Respondents were asked for their opinions about school in the form of four agree/disagree statements, and were also asked how often they truanted. These questions had also been asked in the surveys of 1992 and 1993 leavers. Other series of questions about experiences of school had only previously been asked of 1993 leavers, sponsored by Strathclyde Regional Council. These questions were repeated on the survey of 1994 leavers and covered experiences at school, help and support at school, the role of parents and home circumstances.

Opinions of school

Table 11 presents the four general opinion statements that were asked of a third successive cohort of leavers and the distribution of answers. An encouraging trend is discernable. Leavers are becoming gradually more positive about their experiences at school. For example, the proportion who agreed that school had helped to give them confidence to make decisions rose from 57% of 1992 leavers to 61% of 1993 leavers and to 63% of 1994 leavers.

Girls gave very slightly more positive responses to each of the four opinion statements than boys, on average, though the differences really were very small indeed (Table 12).

This would appear to be at least partly explained by the fact that girls are more likely to stay on at school until 6th year and gain more examination passes than boys (see chapter 3 of this report), both characteristics that are associated with exhibiting more positive opinions about the school experience. The relationship between SCE qualifications and

***Table 11**: Opinions about school: 1992, 1993 and 1994 leavers (percentage agreeing)*

School has ...	*1992 leavers*	*1993 leavers*	*1994 leavers*
... helped give me confidence to make decisions	57	61	63
... been a waste of time	9	10	10
... done very little to prepare me for life when I leave school	45	42	41
... taught me things which would be useful in a job	59	62	64
Base	3734	3469	3223

***Table 12**: Opinions about school (percentage agreeing)*

School has ...	*Boys*	*Girls*
... helped give me confidence to make decisions	61	65
... been a waste of time	12	8
... done very little to prepare me for life when I leave school	42	41
... taught me things which would be useful in a job	63	65
Base	1538	1685

***Table 13**: Opinions about school, by highest SCE qualification obtained (percentage of respondents)*

Agree that school has ...	*Total*	*3+ Higher Grades*	*1-2 Higher Grades*	*3+ Standard Grades 1-3*	*1-2 Standard Grades 1-3*	*None or Standard Grades 4-7 only*
... helped give me confidence to make decisions	63	73	64	60	63	53
... been a waste of time	10	1	3	7	14	26
... done very little to prepare me for life when I leave school	41	32	39	46	44	49
... taught me things which would be useful in a job	64	66	66	64	71	55
Weighted base	4093	1257	626	748	569	893
Unweighted base	3223	1196	529	603	386	508

Note: This table correponds to Table 11 in the report of 1992 leavers and Table 15 in the report of 1993 leavers.

opinions of school is shown in Table 13. The extent to which the better-qualified were more positive than others varied between the four statements. The biggest difference was in the proportion who thought school had been a waste of time: this varied from a quarter (26%) of those who had left school with no more than Standard Grades at grades 4-7 to just 1% of those who had gained three or more Higher Grades.

Experiences at school

A further seventeen agree/disagree statements covered general aspects of school life (vandalism, bullying, theft) and specific characteristics of 4th year classes and teachers (teachers' attitudes, pupils' attitudes, homework). The statements are presented in Table 14, along with the proportions agreeing with each.

It can be seen that these views of the school experience are almost identical to those reported by 1993 leavers. This is not surprising, as even the most dramatic changes in pupil behaviour, or in school practices, are likely to take place rather gradually. It will be interesting to see if experiences shift at all over a period of some years.

It seems that most young people had had fairly positive experiences at school. For example, four in five 1994 leavers (81%) thought that school work was worth doing, only one in six (16%) agreed that their teachers did not care about them and three quarters (72%) thought that their teachers had helped them to do their best. However, some of the figures in Table 14 give cause for concern. Over half the respondents (59%) said that there was vandalism at school during the school day, more than one quarter (28%) agreed that theft among pupils was common and only just over a third (38%) thought that pupils respected the teachers. Over a third (36%) did not think that there was always a teacher they could talk to if they had a problem and nearly half (46%) did not agree that their school dealt well with bullying.

Perhaps some of the most worrying aspects of Table 14 are the findings that, as in last year's survey, a third of respondents (32%) said that teachers could not keep order in class, a similar proportion (33%) did not think that teachers listened to their ideas and views, and nearly as many (26%) did not think that teachers helped them to do their best.

However, these figures must be interpreted with caution. The meaning of a particular *level* of agreement

***Table 14**: Experiences at school (percentage of respondents agreeing with statements)*

	1993 leavers	*1994 leavers*
My school had a wide choice of after-school activities	38	38
My school dealt well with any bullying that went on	51	52
There was vandalism at my school during the school day	58	59
If I had a problem there was always a teacher I could talk to	62	63
Theft among pupils was common at my school	29	28
Pupils respected the teachers	37	38
My school was well thought of in the local community	69	68
School work was worth doing	80	81
My teachers didn't care about me	16	16
There were too many troublemakers in my class	44	46
My teachers helped me to do my best	71	72
Teachers could not keep order in class	31	32
My friends took school seriously	50	49
Discipline was fair	74	71
Teachers listened to my ideas and views	66	66
Teachers often gave me homework	80	79
Teachers made sure I did homework they set	63	64
Base	3469	3223

is unclear without a deep understanding of the ways in which respondents assimilate and interpret the questions. The strength of these questions is in measuring *relative* differences between subgroups, between statements, or between years. For example, it is clear that more pupils experienced vandalism at school than thought that theft among pupils was common, but it is impossible to quantify the extent or nature of the vandalism experienced.

Help and support at school

Respondents were asked whether their secondary school teachers had given them enough help with each of seven things (Table 15). The responses give cause for cautious optimism – in no instance had the proportion expressing satisfaction dropped, compared with 1993 leavers. However, increases were very small. The proportion who had been given adequate help with learning about jobs and careers rose two percentage points (54% to 56%) and the proportion who had been given adequate help with choosing a course or training after school went up three percentage points from 34% to 37%. Also, the proportion who replied that they had been given enough help with their own personal problems (expressed as a proportion of those who wanted some help) rose from 40% to 42%. Other increases were well within sampling error.

***Table 15**: Help given by secondary school teachers (percentage of respondents)* *Base = 3223*

Did your secondary school teachers give you enough help with ...	*Yes*	*No*	*Didn't want help*	*DK/NA*
... choosing subjects at the end of second year	56	28	15	1
... your school work	74	19	6	1
... learning about jobs and careers	56	38	6	1
... your own personal problems	22	30	47	1
... choosing to stay on or leave after S4	43	31	25	1
... choosing a job or career	35	44	21	1
... choosing a course or training after school	37	43	19	1

Overall, one in five (19%) thought teachers had *not* given them enough help with their school work and larger numbers felt they had not been given enough help with each of the other six things. More than a quarter (28%) replied that they had not been given enough help with choosing subjects at the end of second year and a similar number (31%) had not been given enough help with choosing to stay on or leave after S4. Even more (38%) felt they had not been given enough help with learning about jobs and careers and nearly half had not been given enough help with choosing a job or career (44%) or choosing a course or training after school (43%). Three in ten (30%) had not had enough help with their own personal problems, despite the fact that nearly half (47%) said they did not want help with personal problems – thus those who had not received enough help constituted 57% of those who had wanted help.

Boys were more likely than girls to think that teachers gave more attention to girls, and vice versa. However, the majority of pupils did not think that teachers often gave more attention to one sex or the other (Table 16).

Leavers were also asked who they would have been most likely to go to with different sorts of problems (Table 17). With a problem about subject choice or school work, the majority would have gone to a class teacher or guidance teacher; with a problem

***Table 16**: Sex discrimination (percentage of respondents)*

In your S3 and S4 classes, do you think that on the whole teachers ...	*Proportion answering 'often'*		
	Total	*Boys*	*Girls*
... treated boys and girls equally	42	37	47
... gave more attention to boys	5	3	7
... gave more attention to girls	17	28	6
Weighted base	4093	2098	1995
Unweighted base	3223	1538	1685

Note: For each of these three questions, the three answer categories offered were 'never', 'sometimes' and 'often'.

about careers choice, most would have gone to a guidance teacher or someone outside school; and with a personal problem most would have gone to someone outside school.

The role of parents

The survey provides some interesting insights into the extent to which parents encourage or aid the progress of their children through school (Table 18). Again, these figures are very similar to those found by last year's survey. Large majorities said that their parents often urged them to do their best at school, and encouraged them in their own plans and hopes, and two-thirds said that their parents often discussed their school reports with them. Pupils appear to have been given a lot of independence, at least to the extent that under a third (30%) said that their parents often limited their time for going out on school nights, very few indeed (6%) said their parents often limited the time they spent watching television and only just over a quarter (28%) said their parents often checked if they had done their homework. There was considerable variation in the extent to which parents urged their children to earn money (eg a paper round) while at school – a third (34%) said their parents did this often, but nearly as many (30%) said their parents never did this.

***Table 17**: Sources of help with problems (percentage of respondents)* *Base = 3223*

In S3 and S4, who would you have gone to at school if you had ...	*Class teacher*	*Guidance teacher*	*Other teacher*	*Someone outside school*	*DK/NA*
... a personal problem	3	22	4	68	2
... a problem about subject choice or school work	39	45	6	9	1
... a problem about careers choice	3	60	11	25	1

Note: This table corresponds to Table 19 in the report of 1993 leavers.

***Table 18**: The role of parents (percentage of respondents)* *Base = 3223*

When you were at secondary school, how often did your parents do the following ...	*Never*	*Sometimes*	*Often*	*DK/NA*
Check if you had done your homework	21	50	28	1
Make you do chores around the home	12	49	38	1
Limit the time you spent watching TV	63	30	6	1
Limit your time for going out on school nights	27	42	30	1
Discuss the day's events at school with you	16	51	33	1
Urge you to earn money (eg a paper round)	30	35	34	1
Encourage you in your own plans and hopes	7	32	60	1
Urge you to do your best at school	3	17	80	1
Discuss your school reports with you	6	28	66	1

The survey again showed that more pupils had a video recorder in their home while at secondary school than had a good place to study or a room of their own (Table 19). However, as many had a dictionary as had a video recorder, and two thirds had a computer.

***Table 19**: Facilities available to pupils at home*

When you were in secondary school, which of the following were in your home?	*Percentage of respondents*
A good place for you to study	78
A video recorder	92
A daily newspaper	89
A dictionary	93
A computer	64
A room of your own	83
Base	3223

Truancy

Three in five 1994 school leavers (58%) admitted to having truanted during their fourth year. However, half of these said that they only skipped a lesson here and there. But nearly one in ten of all leavers (9%) had truanted for several days at a time, or for weeks at a time – the same proportion as amongst 1992 and 1993 leavers (we refer to these as 'persistent truants'). The survey provides no evidence of any change in overall levels of truancy over the last three years. The truancy figures collected by the survey are complementary to the attendance figures published in the *Information for Parents* series (Scottish Office, 1995b). The latter only provide estimates of the total *volume* of attendance and absence – not of the distribution across pupils, or the relationship with other factors. The SSLS provides indications of the distribution, and relationships, but cannot be used to estimate volume.

There was no difference between boys and girls in the proportion who had been persistent truants, or in the proportion who had truanted at all. Not surprisingly, the proportion who had truanted was strongly related to the qualifications gained (Table 20) and to stage of leaving (Table 21).

***Table 20**: Truancy, by highest SCE qualification obtained (percentage of respondents)*

Truancy in 4th Year	*Total*	*Qualifications*				
		None or Standard Grades 4-7 only	*1-2 Standard Grades 1-3*	*3+ Standard Grades 1-3*	*1-2 Higher Grades*	*3+ Higher Grades*
Never	42	24	32	35	46	61
A lesson here and there	27	24	27	29	33	26
A day here and there	22	26	31	30	18	11
Several days at a time	5	11	7	5	2	1
Weeks at a time	4	14	3	1	1	–
Weighted base	4093	893	569	748	626	1257
Unweighted base	3223	508	386	603	529	1196

Note: This table corresponds to Table 12 in the report of 1992 leavers and Table 22 in the report of 1993 leavers.

***Table 21**: Truancy, by stage of leaving (percentage of respondents)*

Truancy in 4th Year	Total	4th Year	5th Year (1st term)	5th Year (3rd term)	6th Year
Never	42	30	25	38	54
A lesson here and there	27	22	24	30	30
A day here and there	22	30	26	28	14
Several days at a time	5	9	14	3	1
Weeks at a time	4	8	12	1	-
Weighted base	4093	953	476	782	1882
Unweighted base	3223	641	297	626	1659

Note: This table corresponds to Table 13 in the report of 1992 leavers and Table 23 in the report of 1993 leavers.

There was also a strong relationship with parental social class (Table 22) and parental education. Parental social class and education are, of course, both correlated with qualifications – see chapter 3 of this report.

The proportion who were persistent truants varied from 31% of those who left school with no qualifications at all to less than 1% of those who left with five or more Higher Grades. Just over one in six leavers from S4 (17%) and one in four leavers from the first term of S5 (25%) were persistent truants, compared to just 4% of leavers from later in S5 and 2% of leavers from S6. This represents a slight shift compared with 1993 leavers, amongst whom the prevalence of persistant truants was identical amongst S4 and S5 (term 1) leavers. The proportion who truanted persistently ranged from 3% of those in social class I, to 13% in social class V. This range is not quite as great as that observed amongst 1993 leavers, where the corresponding figures were 2% and 18%. Persistant truants constituted 2% of those whose parents both remained in full-time education until at least age 17, but 12% of those whose parents both left education aged 15 or less.

***Table 22**: Truancy, by parents' social class (percentage of respondents)*

Truancy in 4th Year	Total	I	II	IIIn	IIIm	IV	V	Other(a)
Never	42	56	50	50	37	38	33	29
A lesson here and there	27	29	26	24	28	26	31	30
A day here and there	22	12	18	21	25	26	24	25
Several days at a time	5	2	4	3	6	5	5	6
Weeks at a time	4	1	2	2	3	4	8	9
Weighted base	4093	316	969	482	1101	489	185	552
Unweighted base	3223	282	821	397	835	366	135	387

(a) includes the armed forces, and cases where the respondent was unable or unwilling to provide sufficient information about their parents' employment.
Note: This table corresponds to Table 14 in the report of 1992 leavers and Table 24 in the report of 1993 leavers.

6 Destinations

Activity in October 1994

Respondents were asked what their main activity was in October 1994 (about four or five months after leaving school, in most cases) and what their main activity was at the time of the survey (April to June 1995 – referred to as May 1995 in the remainder of this report). Half (50%) were still in full-time education in October. However, this includes 4% who said that they were still at school.[1]

Of all survey respondents, a quarter had full-time work (24%) and a further 3% replied that their main activity was a part-time job (but many more had a part-time job in addition to doing something else – see chapter 7). One in seven (15%) was on a training scheme, and one in fourteen (7%) was out of work (figure 5a).

If the 3% who were still at school are excluded from the base, then 47% were in full-time education, 25% in full-time jobs, 3% in part-time jobs, 16% on training schemes and 7% out of work.

These figures are not identical to those reported by The Scottish Office Education and Industry Department as part of their information for parents (Scottish Office, 1994). This is at least partly due to differences in the way the data were collected (the Scottish Office data are collected from careers services; the SSLS data is self-reported), the definitions used, the temporal reference point and the set of leavers to which the statistics refer (the Scottish Office data excludes special schools, but includes special needs pupils in other schools; the SSLS excludes special needs pupils, regardless of the type of school attended). Also, in the Scottish Office data, destination is unknown for 4% of leavers. Great care must be taken in comparing data from one source with data from the other. Nevertheless, there is general consistency between the two sets of data – the proportion of leavers in full-time education is estimated at 42% (SOEID) and 47% (SSLS), the proportion in employment at 22% and 25% respectively and the proportion in training at 18% and 16%.

Activity in May 1995

The overall proportions had changed only slightly by May 1995 (figure 5b): the numbers in full-time education had dropped from 50% to 45%, while the proportion in a full-time job had increased (from 24% to 27%), as had the proportion out of work (7% to 9%).

***Figure 5a**: Destinations, October 1994*

Base = 3223

***Figure 5b**: Destinations, May 1995*

Base = 3223

A proportion of those in a full-time job said that YT was part of their job, so if these are counted as being on a training scheme, the total on training schemes rises from 14% to 17% (while the proportion in a job becomes 23% rather than 27%). (Note that if a similar effect applies to the October 1994 figures, this could explain the difference between the SSLS and Scottish Office proportions in these two categories.)

Overall, 78% reported the *same* main activity status in May as in October. The small amount of gross movement does not, therefore, appear to be disguising a particularly large amount of net movement. The most common transitions were: from a training scheme to a full-time job (2.5% of the total) or to unemployment (1.5%); from a full-time job to unemployment (2%); from full-time education to a full-time job (2%), or to unemployment (2%).

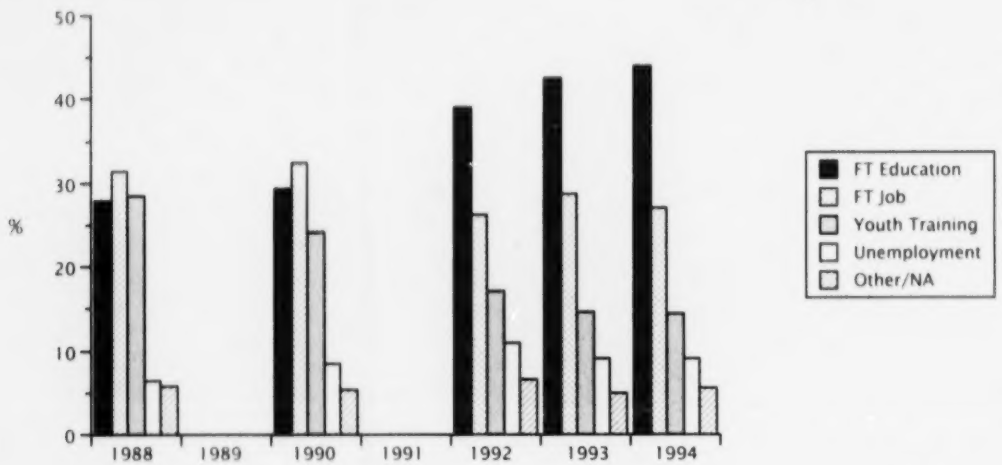
Of those in full-time education in October but not in May, 34% had entered a full-time job, 11% a part-time job, 19% a training scheme, 30% were out of work and 6% were doing something else. Of those on a training scheme in October but not in May, 55% had entered a full-time job, 10% a part-time job, 31% were out of work, 3% had returned to full-time education and 2% were doing something else.

Comparison with previous cohorts of leavers

In order to allow comparisons with earlier data on leavers' destinations presented in Scottish Office statistical bulletins (eg Scottish Office, 1992), the small proportion of SSLS respondents who were at school in the October after leaving have been excluded from the analysis presented in Figure 6. (These cases have *not* been excluded from subsequent analyses in this report.)

The proportion of school leavers who are still in full-time education the following spring has continued to increase across recent cohorts (Figure 6). On the other hand, there has been a decline in the numbers on training schemes. The proportion out of work reached a peak amongst 1992 leavers, declined in 1993 and has remained at the new lower level amongst 1994 leavers.

Figure 6: *Spring destinations - five cohorts of leavers*



Factors related to activity

Differences between boys and girls in their post-school destinations were small. Boys were slightly more likely to be in a full-time job or on a training scheme, while girls were more likely to have remained in full-time education, or to be doing something else (Table 23).

Table 24 illustrates the relationship between SCE qualifications and destination. The proportion of school leavers who were still in full-time education was greater the higher the level of qualification – it varied from 15% of leavers with no qualifications, or Standard Grades 4-7 only, to 82% of those with three or more Higher Grades.

***Table 23**: Destination, by sex (percentage of respondents)*

Destination (May 1995)	*Total*	*Boys*	*Girls*
Full-time education	45	42	48
Full-time job	27	29	24
Part-time job	3	2	4
Training scheme	14	16	12
Out of work	9	9	9
Something else	2	1	3
Weighted base	4093	2098	1995
Unweighted base	3223	1538	1685

Note: This table corresponds to Table 16 in the report of 1992 leavers and Table 26 in the report of 1993 leavers.

***Table 24**: Destination, by highest SCE qualification obtained (percentage of respondents)*

Destination (May 1995)	*Total*	*SCE Qualifications*				
		None or Standard Grades 4-7 only	*1-2 Standard Grades 1-3*	*3+ Standard Grades 1-3*	*1-2 Higher Grades*	*3+ Higher Grades*
Full-time education	45	15	20	28	52	82
Full-time job	27	31	37	38	27	12
Part-time job	3	2	6	4	5	1
Training scheme	14	24	24	23	9	1
Out of work	9	24	11	6	6	1
Something else	2	3	3	1	1	2
Not answered	–	1	–	0	–	1
Weighted base	4093	893	569	748	626	1257
Unweighted base	3223	508	386	603	529	1196

Note: This table corresponds to Table 17 in the report of 1992 leavers and Table 27 in the report of 1993 leavers.

Table 25: *Destination, by SCE qualifications; those who left full-time education (percentage of respondents)*

Destination (May 1995)	*Total*	*SCE Qualifications*				
		None or Standard Grades 4-7 only	*1-2 Standard Grades 1-3*	*3+ Standard Grades 1-3*	*1-2 Higher Grades*	*3+ Higher Grades*
Full-time job	48	37	46	53	57	66
Part-time job	6	3	7	5	10	8
Training scheme	26	28	30	32	18	4
Out of work	16	28	13	8	11	8
Something else	4	4	4	1	3	12
Not answered	–	1	–	0	–	1
Weighted base	2271	756	453	536	303	222
Unweighted base	1628	424	306	433	256	209

Note: This table corresponds to Table 18 in the report of 1992 leavers and Table 28 in the report of 1993 leavers.

Of those who had left full-time education, the probability of being in a full-time job increased with increasing qualifications (Table 25). These relationships are very similar to those observed amongst previous cohorts of leavers.

For all levels of qualifications, the most common destination for those leaving education was full-time work. However, those with very low levels of qualifications were the most likely to be out of work; those with Standard Grades but no Highers were the most likely to enter training schemes; and those with Highers were the most likely to have a part-time job as their main activity. Of those with three or more Highers who had left education, but not for a full-time job, over a third were doing 'something else'. Many of these reported that they were taking time out to travel, some with the express intention of entering Higher Education a year later.

Those with the lowest levels of qualifications were the only group amongst whom the proportion out of work had increased compared with 1993 leavers. This is also the only group amongst whom the proportion on training schemes had decreased. The proportion on training schemes had actually gone up substantially amongst those gaining three or more Standard Grades at grades 1-3 (but no Higher Grades). This pattern could partly be a result of the introduction of outcome-related funding for Youth Training, which may have the unintended consequence of causing training to be aimed at, and offered to, those with a greater chance of subsequently obtaining a job (ie the better qualified).

Unlike SCE qualifications, the number of SCOTVEC modules gained was not strongly related to destination. Leavers with seven or more SCOTVEC modules were slightly more likely than others to be on a training scheme, and were the least likely still to be in full-time education (perhaps suggesting a commitment to vocational training), while those who had not gained any SCOTVEC modules at all were slightly less likely than others to be in a full-time job or on a training scheme. Otherwise, differences in destinations between those with different numbers of modules were very small (Table 26). Indeed, the differences were even smaller than amongst the previous cohort of leavers. For example, the proportion in full-time education ranged from 33% (7+ modules) to 51% (3 modules) amongst 1993 leavers, but ranged only from 36% (7+) to 47% (none) amongst 1994 leavers.

***Table 26**: Destination, by SCOTVEC modules gained (percentage of respondents)*

Destination (May 1995)	*Total*	*SCOTVEC modules gained*					
		None	*One*	*Two*	*Three*	*Four to six*	*Seven or more*
Full-time education	45	47	41	43	46	43	36
Full-time job	27	24	29	32	26	29	29
Part-time job	3	3	3	3	6	4	4
Training scheme	14	12	18	13	17	15	25
Out of work	9	11	8	8	4	8	5
Something else	2	3	2	1	2	1	1
Not answered	–	–	–	1	0	0	0
Weighted base	4093	2023	681	423	254	455	256
Unweighted base	3223	1590	533	334	206	367	193

Note: This table corresponds to Table 29 in the report of 1993 leavers.

***Table 27**: Destination, by stage of leaving (percentage of respondents)*

Destination (May 1995)	*Total*	*4th Year*	*5th Year (1st term)*	*5th Year (3rd term)*	*6th Year*
Full-time education	45	20	7	35	70
Full-time job	27	32	45	31	18
Part-time job	3	3	4	3	3
Training scheme	14	25	23	22	3
Out of work	9	18	17	7	4
Something else	2	2	3	2	2
Not answered	–	1	0	–	–
Weighted base	4093	953	476	782	1882
Unweighted base	3223	641	297	626	1659

Note: This table corresponds to Table 19 in the report of 1992 leavers and Table 30 in the report of 1993 leavers.

There is a similar relationship between stage of leaving school and destination (Table 27). Nearly three-quarters (70%) of those who left from S6 had remained in full-time education, compared to one-third (35%) of S5 (3rd term) leavers, 20% of S4 leavers, and just 7% of S5 (1st term) leavers. It is noticeable that the increase since 1992 in the proportion of school leavers who remain in full-time education (Figure 7a), and the decrease in the proportion on training schemes (Figure 7b), have been concentrated amongst S4 and S5 (1st term) leavers. Of those who had left full-time education, the proportion who were in a full-time job was 59% of S6 leavers, 47% of S5 (3rd term) leavers, 49% of S5 (1st term) leavers and 40% of S4 leavers.

Figure 7a: *Proportion remaining in full time education – three cohorts of leavers*

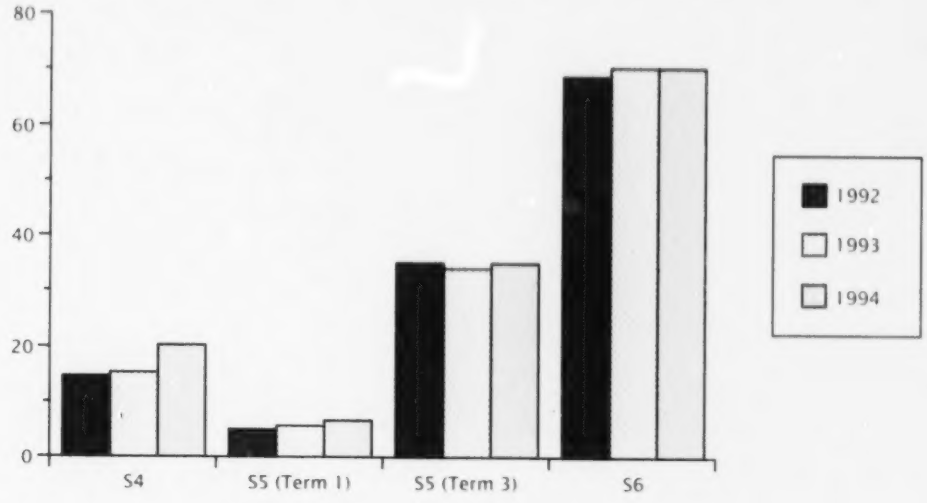
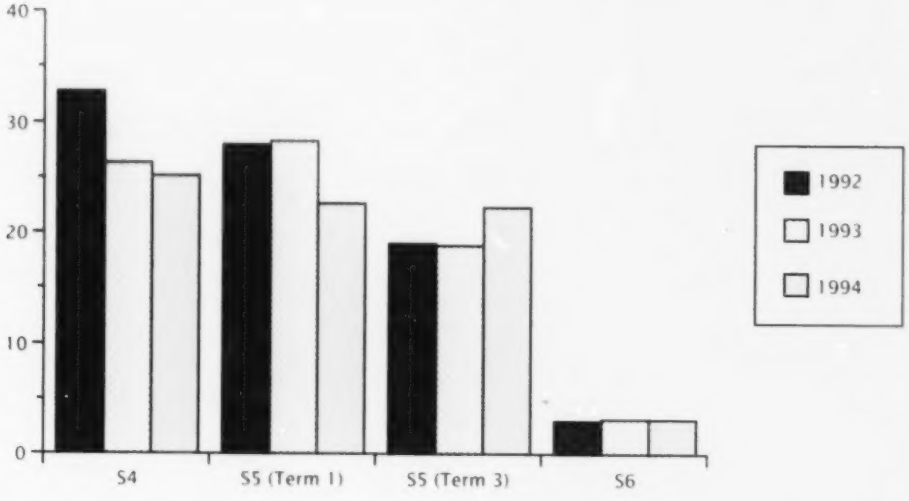


Figure 7b: *Proportion on training schemes – three cohorts of leavers*



There were also regional variations in the proportion staying on in full-time education. The proportion varied from 38% in Central region to 50% in Tayside (Table 28). This pattern is similar to that reported in Scottish Office (1994)[2] despite the differences in definitions and data collection methods referred to earlier. The proportion of school-leavers staying on in full-time education appears to have increased over the last three years in all regions apart from Lothian, Borders and Dumfries and Galloway, where there has been no discernable change, and in Strathclyde, where the proportion has dropped from 49% to 43%. Of course, there are many factors which differ between regions and which affect the proportion of school leavers remaining in full-time education.

Table 29 shows the strong association between destination and parents' education. Children of parents

***Table 28**: Proportion remaining in full-time education in Spring 1995, by region (percentage of respondents)*

Region	*1992 leavers*	*1993 leavers*	*1994 leavers*	*Weighted base*	*Unweighted base*
Grampian	44	43	49	438	351
Tayside	42	46	50	383	302
Fife	38	38	48	373	296
Lothian	42	39	40	646	515
Central	33	38	38	241	196
Borders/Dumfries & Galloway	47	52	46	246	195
Highlands/Islands	38	43	49	308	250
Strathclyde	49	44	43	1458	1118

***Table 29**: Destination, by parents' education (percentage of respondents)*

Destination (May 1995)	*Total*	*Parental education*				
		Both to 17+ years	*One to 17+*	*One or both to 16*	*Both to 15 or less*	*DK/NA*
Full-time education	45	75	57	40	33	40
Full-time job	27	14	21	29	30	29
Part-time job	3	3	4	4	2	3
Training scheme	14	3	10	16	21	12
Out of work	9	3	5	9	12	13
Something else	2	3	2	2	2	3
Not answered	–	0	–	–	0	0
Weighted base	4093	424	714	1252	1096	607
Unweighted base	3223	373	599	959	824	468

Note: This table corresponds to Table 21 in the report of 1992 leavers and Table 32 in the report of 1993 leavers.

who were both educated to at least 17 years were more than twice as likely to have remained in full-time education as children of parents who had both left education by age 15 (75%, compared with 33%). On the other hand, the children of the least-educated parents were four times as likely as the children of the most-educated parents to be out of work, and eight times as likely to be on a training scheme. As shown in Chapter 4, parents' education is also strongly related to school qualifications, which could be thought of as an intermediary factor influencing post-school destination.

(1) The sample is of pupils reported by their school to have left school during the 1993-94 academic session. Some schools may have been unaware that some pupils who left in 1994 had subsequently started at another school. This might particularly apply to pupils who intended to leave, but then returned to sit, or re-sit, exams (nearly half the respondents at school in October 1994 – 2% of all respondents – were at college or university in May 1995). Another possibility is that some respondents at certain FE establishments may have thought of those establishments as 'school' even though they were not in fact secondary schools.
(2) The SSLS proportions in full-time education are slightly higher than the Scottish Office figures for Fife, and lower for Borders/Dumfries and Galloway, but are very similar for all other regions.

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7 Experiences after leaving school

Chapter 6 described the activity status of 1994 school leavers at two points in time: October 1994, and the time of the survey, around May 1995. The survey also obtained more detailed information about education and labour market participation since leaving school. Leavers were asked whether they were currently doing any full or part-time education or training course; whether they had part-time work; whether they were currently looking for a job and whether they had applied for any jobs in the last four weeks (and if so, how many). Those who were currently in a full-time job or on a training scheme were asked questions about the nature of the work and of the employer, training received, hours worked and pay.

Courses

When asked whether they were currently doing any full-time or part-time education or training course, 49% of leavers said that they were doing a full-time course and a further 10% were doing a part-time course. The figure of 49% is slightly higher than the proportion who were in full-time education (45% – see chapter 6) but lower than the proportion who were either in full-time education or on a training scheme (59%). The discrepancy probably reflects variation in respondents' interpretation of what constitutes a training course (the problem of defining training is discussed in Campanelli and Channell, 1994).

The 49% who were doing a full-time course were, not surprisingly, disproportionately those with higher levels of qualifications. The proportion doing a full-time course ranged from 24% of those who had left school with no SCE qualifications to 86% of those who had left with five or more Higher Grades (Table 30). The 10% who were doing a part-time course were disproportionately those with middle levels of qualifications. Nearly one in five (19%) of those with three or more Standard Grades at grades 1-3 (but no Higher Grades) were doing a part-time course, compared with 13% of those with fewer Standard Grades, 7% of those with no qualifications at all and 6% of those with Highers (Table 30).

Half of those doing part-time courses (51%) were people who were in a full-time job; one in five (20%) of people in a full-time job said that they were also doing a part-time course of some sort. Over a quarter (28%) of those on a training scheme answered that they were doing a part-time education or training

Table 30: *Education or training courses, by SCE qualifications (percentage of respondents)*

Are you doing any full-time or part-time education or training course?	*Total*	*Highest SCE Qualifications*							
		None	*Standard Grades 4-7 only*	*1-2 Standard Grades 1-3*	*3-4 Standard Grades 1-3*	*5+ Standard Grades 1-3*	*1-2 Higher Grades*	*3-4 Higher Grades*	*5+ Higher Grades*
Yes, full-time	49	24	25	31	35	40	54	72	86
Yes, part-time	10	7	13	12	17	21	12	7	1
No	40	68	63	56	49	39	34	21	13
Weighted base	4093	308	585	569	364	384	626	537	720
Unweighted base	3223	158	350	386	282	321	529	511	685

course, but very few of those out of work or in *full-time* education were doing so (Table 31). This relationship between main activity and participation in part-time education or training is very similar to that found amongst 1993 leavers.

Of all respondents who were doing an education or training course, nearly a third (26%) were taking the course at a former UFC university and a further 11% were at 'new' universities (ex-central institutions). 43% were at further education colleges, 2% at colleges of education and 2% at nursing and ancillary medical institutions. The remaining 15% were doing their course at some other sort of place. *Full-time* courses were mainly at ex-UFC universities (31%), new universities (13%) or further education colleges (38%), while *part-time* courses were mainly at further education colleges (65%) or somewhere else (29%). Over the last three years the market share of 'other' providers has increased (from 9% to 12% of full-time courses and from 22% to 30% of part-time courses). This has been at the expense of the ex-UFC universities, in the case of full-time courses (from 40% to 31%), and at the expense of further education colleges, in the case of part-time courses (from 76% to 67%) (Table 32).

Table 31: *Part-time education or training courses, by current activity (percentage of respondents)*

Current main activity	*Proportion on a part-time course*	*Weighted base*	*Unweighted base*
Full-time education	1	1822	1595
Full-time job	20	1092	812
Training scheme	28	581	411
Out of work	1	368	233
Part-time job/other	11	218	164

Note: This table corresponds to Table 24 in the report of 1992 leavers and Table 35 in the report of 1993 leavers.

Table 32: *Type of educational institution (percentage of respondents on courses)*

Location of course attended	*Full-time courses*			*Part-time courses*		
	1992 leavers	1993 leavers	1994 leavers	1992 leavers	1993 leavers	1994 leavers
Ex-UFC university	40	39	31	0	1	1
New university	12	11	13	2	1	1
College of education	1	4	2	-	4	0
FE college	36	38	38	76	77	67
Nursing & ancillary	2	1	2	0	1	1
Other	9	7	12	22	17	30
Weighted base	1645	1611	2000	435	383	422
Unweighted base	1789	1758	1711	412	362	322

Part-time work

A quarter of 1994 school leavers (26%) had part-time work (under 30 hours per week) at the time of the survey. The proportion was higher amongst girls (32%) than boys (21%). The proportion of leavers who have part-time work the following spring has risen over the last three years (Figure 8). This rise is entirely explained by an increase in the proportion of those in full-time education who also have part-time work. This proportion was 31% amongst 1992 leavers, 39% amongst 1993 leavers, and 43% amongst 1994 leavers. Consequently, amongst 1994 leavers three quarters (74%) of those who had part-time work the following spring were in full-time education.

Job search

Four in ten respondents (38%) were looking for a job at the time of the survey (Table 33)[1]. Half of these (19%) were looking exclusively for a full-time job, 12% wanted just a part-time job, while the remaining 7% were looking for either a full-time or part-time job.

Figure 8: *Prevalence of part-time work*

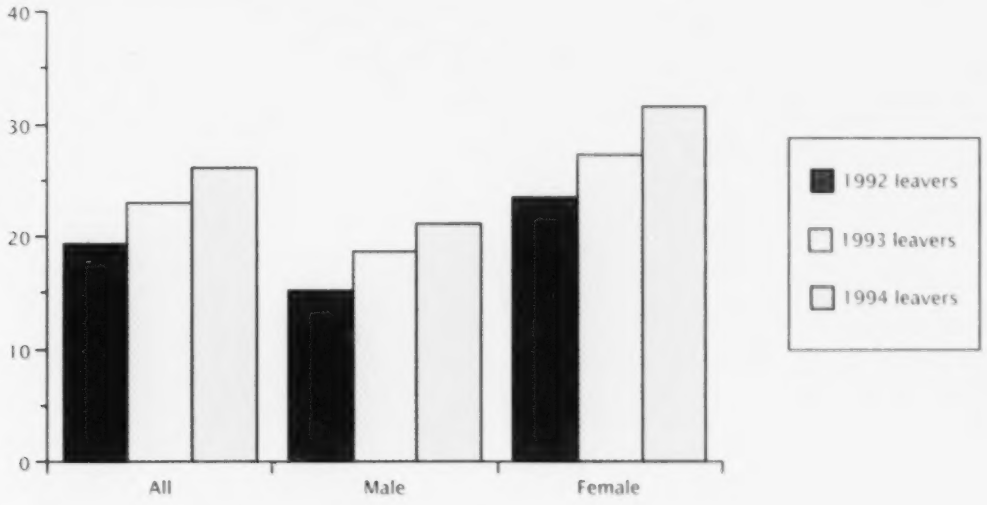


Table 33: *Job search, by current activity (percentage of respondents)*

Currently looking for ...	*Total*	*Current main activity*				
		Full-time education	*Full-time job*	*Training scheme*	*Out of work*	*Other*
... a full-time job	19	11	9	35	50	35
... a part-time job	12	22	1	3	7	9
... either	7	5	2	8	34	9
... neither	60	61	83	51	9	46
Not answered	2	1	5	3	0	2
Weighted base	4093	1792	1092	581	368	218
Unweighted base	3223	1573	812	411	233	164

Note: This table corresponds to Table 26 in the report of 1992 leavers and Table 37 in the report of 1993 leavers.

The proportion looking for a full-time job (including those who were looking for *either* a full-time *or* a part-time job) was lowest (11%) amongst those who were already in a full-time job, although this still represents a significant minority who were looking to change jobs. A large majority of out of work school leavers (84%) were looking for a full-time job, as were sizeable proportions of those on a training scheme (43%) or whose main activity was part-time work (59%). Nearly one in six (16%) of those in full-time education were looking for a full-time job, and as many again were looking just for part-time work (22%).

The 19% who were looking for a part-time job included 9% of those who already had a part-time job of some sort. Nearly half (40%) of those in full-time education who did not currently have a part-time job were looking for one, as were 11% of those who already had one.

A quarter of all respondents (26%) had applied for, or been after, at least one job in the past four weeks, including nearly three-quarters (73%) of those who were out of work (Table 34). Being out of work, and having been after at least one job in the last four weeks, can be thought of as a rough approximation to the ILO definition of unemployment (see, eg, Lawlor and Kennedy, 1992). This implies that around 6.5% of 1993-94 school leavers met the ILO definition of unemployment in May 1995. The approximation is not however, perfect, as the ILO definition requires that the person has 'looked for work' in the past four weeks, whereas the SSLS wording of having 'been after at least one job' may be slightly more restrictive. The ILO definition also includes people out of work who are waiting to start a job that they have already obtained. The SSLS did not ask about such jobs, so any people in that situation would have been excluded from the survey estimate of ILO unemployed, unless they said had been after a job in the last four weeks. In consequence, the real proportion might be slightly greater than 6.5%.

Of those who had been after a job, half (50%) had been after at least three, a proportion which was even higher amongst those out of work (73%). Overall, 13% of all leavers, and 53% of those out of work, had been after at least three jobs in the past four weeks. The last three years appear to have seen an increase in the job-search activities of out of work leavers. The proportion who had been after any job in the past four weeks has increased from 68% of 1992 leavers to

Table 34: *Job search in past four weeks, by current activity (percentage of respondents)*

Have you applied for or been after any jobs in the past four weeks?	*Total*	*Current main activity*				
		Full-time education	*Full-time job*	*Training scheme*	*Out of work*	*Other*
Yes	**26**	**24**	**12**	**25**	**73**	**35**
1 job	6	8	3	6	8	8
2 jobs	6	6	2	6	16	7
3 or 4 jobs	6	6	2	6	19	9
5+ jobs	6	5	2	5	27	8
No	**73**	**73**	**85**	**73**	**26**	**65**
Not answered	**2**	**2**	**3**	**2**	**1**	-
Weighted base	4093	1489	1092	581	368	218
Unweighted base	3223	1661	812	411	233	164

Note: This table corresponds to Table 27 in the report of 1992 leavers and Table 38 in the report of 1993 leavers.

70% of 1993 leavers and to 73% of 1994 leavers. Meanwhile, the proportion who had been after at least three jobs has increased from 47% in 1992 to 53% in 1994. Of course, the overall proportion of leavers who were out of work the following spring has also fallen slightly over this period (see chapter 6), so one might hypothesise that a slight improvement in the youth labour market has encouraged an increase in the job-search activities of the unemployed, perhaps because there are more jobs to apply for and/or because the unemployed perceive a greater chance of applications being successful.

Current employment/training

Respondents who were currently in a full-time job (30 or more hours a week) or on a training scheme (YT or other scheme) were asked a number of detailed questions about their job or training scheme. The type of work that respondents were doing, or being trained to do, was coded to the Standard Occupational Classification (OPCS, 1990). The distribution across the nine major SOC groups is shown in Table 35. The distribution was very different for boys and girls. One third of the girls (33%) were in clerical and secretarial jobs, while an even larger proportion of the boys (42%) were in craft and related jobs. However, the data suggest that differences between the types of jobs held by young men and those held by young women may be diminishing, at least in certain occupational fields. The proportion of girls entering clerical and secretarial occupations has fallen over the three years of the survey (44% of 1992 leavers, 41% of 1993 leavers and 33% of 1994 leavers), while the proportion of boys in such occupations has held steady (14%, 12% and 13% respectively).

The occupations of leavers were also correlated with the stage of leaving school. Those who had left from S4 or S5 (1st term) were more likely than S5 (3rd term) or S6 leavers to be in craft and related occupations (33%, compared with 18%) but less likely to be in sales occupations (7%, compared with 11%) or clerical or secretarial jobs (16%, compared with 28%). Leavers from all three stages were approximately equally likely to be plant or machine

Table 35: *Standard occupational classification of leavers' jobs/training schemes, by sex (percentage of respondents)*

Standard occupational classification	*Total*	*Boys*	*Girls*
Managers and administrators	1	1	1
Professional occupations	1	1	1
Associate professional and technical occupations	3	4	3
Clerical and secretarial occupations	22	13	33
Craft and related occupations	26	42	5
Personal and protective services	14	5	24
Sales occupations	9	6	13
Plant and machine operatives	7	9	5
Other occupations	9	13	6
Insufficient information	8	6	9
Weighted base	1962	1088	875
Unweighted base	1434	751	683

Note: This table corresponds to Table 28 in the report of 1992 leavers and Table 39 in the report of 1993 leavers.

operatives, or employed in the personal and protective services. This is slightly different from the pattern observed amongst 1993 leavers. Amongst 1993 leavers, S4 leavers were the most likely to be employed in personal and protective services, and the least likely to be in clerical and secretarial jobs, but 1994 S4 leavers were more likely than their 1993 counterparts to be in clerical and secretarial jobs and less likely to be in the personal and protective services.

There were small differences in the distribution of occupations between those in a full-time job and those on a training scheme: a higher proportion of those in a job were plant or machine operatives (10%, compared to 2% of those on a scheme), while lower proportions were in the personal and protective services (12%, compared with 16%) or craft and related occupations (26%, compared with 34%).

The industry of the place or organisation where the respondent worked or was being trained was coded to the Standard Industrial Classification of Economic Activities (Central Statistical Office, 1992). Unfortunately, one in seven respondents (14%) did not provide enough information to allow a SIC code to be assigned.

Of the rest, one in five (20%) were in activities assigned to section G of the classification – wholesale and retail trade, and repair of motor vehicles, motorcycles and personal and household goods. The construction industry accounted for a further 13% (Table 36). Again, there were some differences between respondents in a full-time job and those on a training scheme: those in a job were slightly more likely to be in manufacturing (21%, compared with 8% of those on a scheme), or financial intermediation/renting (13%, compared with 4%) and less likely to be in education, health and social work (5%, compared to 23%).

The distribution of industry was quite different for boys and girls. Boys were much more likely to be in the construction industry (20%, compared with 1% of girls), while girls were more likely to be in education, health and social work (19%, compared with 5% of boys), other community, social and personal services (13%, compared with 4% of boys), or financial intermediation and renting (13%, compared with 5% of boys). These patterns are similar to those observed amongst 1993 leavers, though differences between the sexes appear to have reduced slightly, due to reductions in the proportion of boys employed in the construction industry (from 26% to 20%), and in the proportion of girls in other community, social and personal services (from 20% to 13%).

Nearly a third (29%) of 1994 leavers in a full-time job or on a training scheme reported a take-home pay of no more than £50.00, while only a quarter (23%) took home over £100.00. The median take-home pay was £72.00. This represents a modest increase in the earnings of school leavers compared with previous cohorts of leavers. At the same stage (ie in the spring after leaving school) the median pay of 1992 leavers was £65.00, while that of 1993 leavers was £70.00. These annual increases, of about 7.7% and 2.9% respectively, compare favourably with the Department for Education and Employment's average earnings index for Great Britain which, over the same periods, increased by 4.6% and 2.7% respectively (DfEE, 1995). However, the comparison is not entirely fair. The SSLS has shown that the characteristics of school leavers who enter a full-time job or a training scheme change from year to year and of course the industries within which school leavers are employed do not exactly reflect the distribution of the workforce as a whole across industries. And the average earnings index disguises age differences and regional differences.

As in previous years, there was little difference between boys and girls in the distribution of take-home pay, but there were big differences by stage of leaving, with 6th year leavers being the highest earners and 4th year leavers the lowest earners (Table 37). The median take-home pay ranged from £55.00 among 4th year leavers to £100.00 among 6th year leavers. The overall median pay for 1994 leavers in jobs was only slightly greater than that of 1993 leavers a year earlier (£72.00, compared with £70.00), and the rise is almost entirely restricted to S4 leavers, amongst whom pay is 4% higher than for their 1993 counterparts. For 5th year (1st term), 5th year (3rd term) and 6th year leavers, median pay had risen by 1.1%, 0.4% and 0.0% respectively. This appears to continue a trend of diminishing pay differentials

Table 36: *Standard Industrial Classification of leavers' jobs/training schemes, by sex (% of respondents)*

Standard industrial classification of economic activities (SIC-92)	*Total*	*Boys*	*Girls*
Agriculture, hunting, forestry, fishing (sections A,B)	5	6	2
Mining and quarrying (C)	–	–	0
Manufacturing (D)	16	17	13
Electricity, gas, water supply (E)	1	1	0
Construction (F)	13	20	1
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods (G)	20	19	19
Hotels and restaurants (H)	6	4	9
Transport, storage and communication (I)	5	4	4
Financial intermediation; real estate, renting and business activities (J, K)	9	5	13
Public administration and defence; compulsory social security (L)	5	4	6
Education, health and social work (M, N)	11	5	19
Other community, social and personal service (O, P)	8	4	13
Extra territorial organisations (Q)	0	0	0
Weighted base	1962	1088	875
Unweighted base	1434	751	683

Note 1: Respondents who did not provide enough information to allow SIC to be coded have been excluded from the base. These exclusions represent 14% of the total (13% of boys and 16% of girls). The percentages presented in the table are based on the remaining 86%.
Note 2: This table corresponds to Table 40 in the r[illegible] of 1993 leavers.

Table 37: *Take-home pay, by stage of leaving (percentage of respondents)*

Weekly take-home pay, including any bonuses or overtime	*Total*	*Stage of leaving*			
		4th Year	*5th Year (1st term)*	*5th Year (3rd term)*	*6th Year*
£0 - £35.00	9	15	7	7	5
£35.01 - £50.00	20	25	23	24	9
£50.01 - £75.00	16	19	19	18	10
£75.01 - £100.00	18	14	16	20	20
£100.01 - £125.00	12	7	9	10	23
Over £125.00	11	8	9	8	20
Varies/NA	14	12	17	14	14
Median	72.00	55.00	65.71	65.25	100.00
Weighted base	1962	609	396	455	502
Unweighted base	1434	416	249	354	415

Note: This table corresponds to Table 30 in the report of 1992 leavers and to Table 41 in the report of 1993 leavers.

between leaver-stage cohorts (Figure 9). Note, however, that median pay was much higher (£94.00) for those in a full-time job than for those on a training scheme (£40.00) and that the relative numbers in jobs as opposed to training schemes alters slightly from year to year (see Figure 6 in chapter 6).

The median number of hours worked in a week was 39, exactly the same figure as for the previous two cohorts of leavers. However, there is evidence that the proportion of young people working long hours is increasing. The proportion who worked 40 hours or more was 32% amongst 1992 leavers, 35% amongst 1993 leavers and 41% amongst 1994 leavers (if respondents who did not answer the question are excluded from the base). Similarly, the proportion working 41 hours or more increased from 12% to 14%, to 19%, respectively.

Boys reported slightly longer working hours than girls. Only 16% of boys reported working 35 hours or fewer a week, compared to 29% of girls (Table 38).

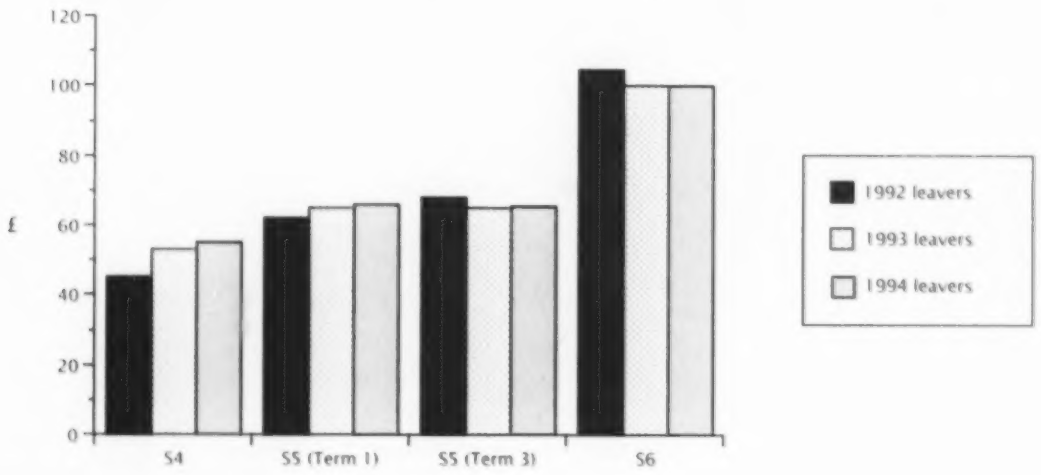
Respondents were asked whether they received on-the-job training, or off-the-job training, or whether they were doing a recognised apprenticeship.

Table 38: *Weekly working hours, by sex (percentage of respondents)*

Hours worked	*Total*	*Boys*	*Girls*
34 or fewer	8	7	10
35	14	10	19
36-38	18	15	21
39	13	16	8
40	20	23	16
More than 40	17	20	12
Varies	1	1	1
Not answered	10	8	12
Weighted base	1962	1088	675
Unweighted base	1434	751	683

Note: This table corresponds to Table 31 in the report of 1992 leavers and Table 42 in the report of 1993 leavers.

Figure 9: *Median pay, by stage of leaving (those in a job or training)*



Pay relates to spring following year of leaving

Three quarters (77%) replied that they were getting on-the-job training, 60% were getting off-the-job training (and a further 3% had not yet started) and 26% were doing a recognised apprenticeship. Nine out of ten (89%) were getting at least one of these three types of training (this figure is not much higher than the proportion getting on-the-job training, because 91% of those who reported off-the-job training and 94% of those doing apprenticeships also said that they got on-the-job training).

Boys were more likely than girls to be getting each type of training (Table 39). Nearly half of those getting off-the-job training were receiving it at a college (Table 40): boys were more likely than girls to do so (50%, compared with 33%). Over the three years of the SSLS, off-the-job training has migrated slightly away from colleges (48% of 1992 leavers receiving off-the-job training, 42% of 1993 leavers and 38% of 1994 leavers) and towards 'other' places (14%, 21% and 23% respectively).

Expectations of the future

The last question on the questionnaire asked respondents what they thought they were likely to be doing in about a year's time. They were generally quite optimistic (Table 41). The vast majority of 1993 leavers expected that in spring 1995 they would either be in full-time education (42%) or in a full-time job (45%). Even amongst those who were currently out of work, over half (60%) expected to be in a full-time job in a year's time and only 9% believed that they would still be out of work. Over half of those who were currently on a training scheme (58%), and of those whose main activity was currently a part-time job (56%), thought they would be in a full-time job in a year's time.

These findings are very similar to those of the survey of 1993 leavers – there appear to be just two real changes. Those on a training scheme are slightly more likely than their 1993 counterparts to believe

Table 39: *Training received, by sex (percentage of respondents in a job or training scheme)*

	Total	*Boys*	*Girls*
On-the-job training?			
Yes	77	80	74
No	17	15	18
Not answered	6	5	8
Off-the-job training?			
Yes	60	66	53
No	29	27	32
Not yet started	3	3	3
Not answered	8	5	12
Recognised apprenticeship?			
Yes	26	34	17
No	52	48	57
Not sure/not answered	22	18	26
Weighted base	1962	1088	875
Unweighted base	1434	751	683

Note: This table corresponds to Table 32 in the report of 1992 leavers and Table 43 in the report of 1993 leavers.

Table 40: *Location of off-the-job training, by sex (percentage of respondents receiving off-the-job training)*

	Total	*Boys*	*Girls*
At the firm's training centre	29	26	32
At a college	38	44	29
Both training centre and college	6	6	4
Somewhere else	23	19	29
Not yet started	5	4	6
Weighted base	1232	742	490
Unweighted base	896	514	382

Note: This table corresponds to Table 33 in the report of 1992 leavers and Table 44 in the report of 1993 leavers.

Table 41: *Expected activity in a year's time, by current activity*

Expected activity in one year's time	*Total*	*Current activity*					
		Full-time education	*Full-time job*	*Part-time job*	*Training scheme*	*Out of work*	*Other*
Full-time education	42	82	8	24	6	11	39
Full-time job	45	14	87	56	58	60	15
Part-time job	1	1	-	9	1	4	3
Training scheme	6	1	1	2	30	5	3
Out of work	2	1	1	2	3	9	0
Other	2	1	1	5	1	8	37
Not answered	1	1	2	2	1	3	3
Weighted base	4093	1822	1092	128	581	368	90
Unweighted base	3223	1595	812	99	411	233	65

Note: This table corresponds to Table 45 in the report of 1993 leavers.

that they will still be on a training scheme in a year's time (30%, compared with 26%) and the unemployed are relatively more likely to expect to be in a full-time job (60% compared with 51%) rather than full-time education (11%, compared with 15%).

(1) Although 9% of respondents did not answer this question, these were mainly people in a full-time job or on a training scheme. It seems likely that these respondents assumed that the question did not apply to them as they thought it implicit that they were *not* looking for a job. Thus, the figure of 38% is probably an accurate reflection of the proportion looking for work.

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Appendix: Technical notes

Percentages

The percentages shown in tables have all been rounded to the nearest whole number. Consequently, the percentages in one column will not necessarily add to exactly 100.

A dash (–) indicates a figure of less than 0.5%. Zero (0) indicates no respondents at all.

All figures are *column* percentages, except for Tables 15, 17, 18, 28 and 31, which all show *row* percentages (this is indicated by the base appearing above the table or at the right-hand side of the row, rather than at the bottom of each column).

Bases

Each table shows both the weighted and unweighted base corresponding to each percentage. The data were weighted to compensate for differential non-response across subgroups.

The unweighted bases can be used as a rough guide to the likely precision of the survey estimates. The weighted bases can be used to combine two different columns in a table. These uses of the bases are described below.

Estimating the precision of estimates

Each percentage quoted in this report has an associated margin of error, due to the fact that it is based on only a *sample*, rather than *all* school leavers. This margin can be estimated for each proportion, p (where p is the percentage divided by 100) by:

$$\pm 2 \times \sqrt{\left(\frac{p(1-p)}{nu}\right)}$$

where nu is the unweighted sample size. This margin corresponds to 95% confidence. In other words, there is a 95% chance that the true value across *all* leavers in the subgroup (as opposed to just those in the sample) falls within this margin.

For example, in Table 24, the proportion of leavers who were in a full-time job in May 1995 is estimated as 27%. The margin of error around this estimate can be calculated as

$$2 \times \sqrt{\left(\frac{0.27 \times 0.73}{3223}\right)}$$

which comes to 0.016. In other words, there is a 95% chance that the true value is within the range 0.27 ± 0.02, ie between 0.25 and 0.29, or between 25% and 29%.

In general, the larger the base, the more accurate the estimate is likely to be.

[If a very accurate estimate of the margin of error is required for a particular purpose, then expert help should be sought. The approximate formula shown above may need to be amended to allow for the sampling fraction and the effect of the weighting.]

Combining columns of a table

You may sometimes want to estimate a proportion for two (or more) columns of a table combined. For example, you might want to combine the '1-2 Highers' and '3+ Highers' columns of Table 24, in order to estimate the proportion of this group as a whole who were in a full-time job in May 1995. The combined proportion can be estimated as:

$$P = \frac{P_1 nw_1 + P_2 nw_2}{nw_1 + nw_2}$$

where P_1 is the proportion for the first column, and nw_1 the weighted base for that column, and P_2 and nw_2 are the corresponding values from the second column.

So, for our example:

$$P = \frac{(0.27 \times 626) + (0.12 \times 1257)}{(626 + 1257)}$$

which comes to 0.17, or 17%.

Note that this method of combining columns will only give *approximate* estimates for the combined category, because the percentages presented have been rounded to the nearest whole number. If more precision is required, it would be necessary to access the data set, and combine the categories *before* rounding the estimate.

S5 (1st term) leavers

The report refers to S5 (1st term) leavers and S5 (3rd term) leavers. Strictly, the '3rd term leavers' category includes a few who were recorded as having left in term 2. The vast majority of 'S5 (1st term) leavers' will be pupils who had to enter S5 as they had not reached school leaving age, but left at the end of the winter term. This information comes from the schools census, which is now carried out in mid-September each year. A pupil is classed as a 1st term leaver if he/she is present on school census day, but has left by Christmas. Those who leave before census day are classed as having left at the end of the previous year.

School type

For each member of the sample, the type of secondary school that they attended (state, grant-maintained, independent) is known. However, this variable has not been used for analysis in this report, partly because it is of little intrinsic interest (it is highly correlated with other factors) and partly because the sample sizes in the non-state school categories are very small.

Social class

The Social Class variable used in this report is based on occupation, using a classification that has grown out of the original Registrar-General's social class classification. The scale – developed and maintained by OPCS – classifies people into one of six groups, and is widely used in censuses, surveys and other research. It is derived by grouping occupational categories (based on SOC), and making further discriminations by reference to the job-holder's status in employment (self-employed, supervisor, etc).

The six groups are:

I	Professional occupations
II	Managerial and technical occupations
IIIN	Skilled non-manual occupations
IIIM	Skilled manual occupations
IV	Partly skilled occupations
V	Unskilled occupations

Sample size

Scottish Office data from the 1994 schools census indicates that the total number of 1994 leavers (excluding those registered as having special educational needs) is 57,292. The sample for the SSLS is selected by taking those leavers whose birthday falls on one of three dates of the month. The selected sample size could therefore be expected to be around 9.9% (36/365) of this number – 5,650. The actual number of cases supplied to SCPR by the Scottish Office was 5,605, a reassuringly similar number, allowing for random variation in the distribution of births across birthdates. However, 702 of the supplied cases could not be included in the survey, either because there was no known address (698 cases) or because the address was overseas (4 cases). Thus, 4,903 cases were mailed a questionnaire. Tables in chapter 3 of this report are based on the full 5,605 supplied cases (as data on qualifications, stage of leaving, sex and region were included for all these cases), whereas other analyses are based on the 3,223 out of 4,903 who returned fully completed questionnaires.

Survey non-response

As stated above, not all members of the selected sample returned a completed questionnaire. The net response rate was 70%. The nature of any non-response bias was analysed and corrective weighting introduced. Weighted figures are not likely to be seriously biased. Non-response, and the corrective weighting, are described in the technical report of the survey (Lynn, 1996, forthcoming) and non-response bias is also investigated further in a separate paper (Lynn and Purdon, 1994).

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